R E P O R T R E S U M E S

ED 012 835 AC 000 074

ADULT BASIC EDUCATION IN BASIC READING, LESSONS 1-10.
DANBURY PUBLIC SCHOOLS, CONN.

PUB DATE 66

EDRS PRICE MF-$0.25 HC-$1.32 33P.

DESCRIPTORS- *ADULT BASIC EDUCATION, *CURRICULUM GUIDES, *TEACHING GUIDES, *READING, INSTRUCTIONAL AIDS, TEACHING TECHNIQUES, LITERACY EDUCATION, EDUCATIONAL OBJECTIVES, DANBURY, CONNECTICUT,

THIS CURRICULUM AND TEACHING GUIDE EMPLOYS READINGS GRADED IN DIFFICULTY AND GEARED TO THE INTEREST LEVEL OF ADULTS. PARALLEL READING EXERCISES FOR EACH LESSON ARE DESIGNED TO DEVELOP AUDITORY AND VISUAL DISCRIMINATION, AND THE ASSOCIATION OF SOUND, SIGHT, AND MEANING IS STRENGTHENED BY USING PHONICS AND STRUCTURAL ANALYSIS AIDS. INSTRUCTIONAL AIDS AND TEACHING PROCEDURES, INCLUDING A VOCABULARY LIST FOR HOME STUDY, ARE INCLUDED. (LY)

ED012835

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

1. ADULT BASIC EDUCATION

In

ELEMENTARY READING

2. (Lessons I - X)

Danbury Public Schools
Office of Adult Education
Danbury - Connecticut
1966 - 1967

AC 000 074

READING I

LESSONS I-X

Adult Basic Education

PREFACE TO LESSONS I-X

The basic skills and techniques that must be mastered to produce reading competency are the same for students in the primary grades or in adult classes. The many different approaches used for the acquisition of reading skill may be implemented in lessons regardless of the age level of the group. The reading text, however, must be specially designed to appeal to the interests of the age-level taught. The content must be anchored directly to the common interests and experiences of the class. Most of the material for beginning readers is geared to the interest level of the young child. There are few appropriate for mature beginning readers.

This guide has been compiled from content that has appealed to the adult beginner. The reading selections, although graded in difficulty, use the familiar spoken language of the students. The density of the words introduced is controlled so as not to overwhelm the learner. Parallel reading exercises for each lesson are structured for the introduction of sight words. Exercises are designed to develop auditory and visual discrimination. This sound-sight-meaning association is strengthened by using phonics and structural-analysis aids. There is further attention paid to the strengthening of the reading process by relating it with writing and spelling.

In this first section, Lesson I-X, the method of introducing words is to hear the spoken word, to say it, to learn to associate the sounds with symbols and to put it in meaningful content. Exercises to aid in developing sound-symbol

relationships are on reliable beginning consonants, variable beginning consonants, on blends and digraphs, on vowels in monosyllables and some shifting vowel sounds, on parts in a word and on compound words. Whenever possible the approach to word study is functional.

Even while of necessity there is much stress laid on the mechanics of reading in the succeeding lessons, there are careful questions included that aim at developing understanding of passages as a whole and at stimulating pupil reaction to the reading.

Most of the adults in Adult Basic Education classes have never come to terms with the school curriculum. Perhaps their cognitive pwoers will be timid, perhaps their auditory reflexes slow, and perhaps their ability to express themselves poor.

Pace the lessons to their learning rate. Don't let them feel or fear failure. No matter the pace of the pupil's achievement, your genuine interest, enthusiasm, and recognition will be decisive factors encouraging him to persevere.

These lessons are neither the final word nor the only formula for your teaching. Your understanding of the individual needs of your students and your initiative in meeting these needs will be your most important criteria.

LESSON I

Objectives - Review letter names, recognize letters as parts of words, acquaint pupils with alphabetical order.

Materials

1. Notebook for each student.
2. Mimeo'd letters for each on oak tag 3" wide 12" long, having capitals and letters as follows

   A B C D
   a b c d etc.
3. Pictures on oak-tag of following objects: apple, box, cat, dog, egg, fish, gun, hat, ice, jam, key, leg, man, nose, orange, pan, queen, rat, sun, tree, umbrella, vase, xray, yarn, zebra.
4. List printed words on board as follows: cash, active, feel, less, ball, garage, jeep, ball, zoo, man, pen, you, xylophone, towel, woman, quiet, doll, sky, rat, no, keen, inch, open, under, eat, vowel.

Procedure. Pass out materials 1 and 2.

"These are letters. They are printed in the order of A, B, C, D. In this order, letters are called the alphabet. If we put the letter "n" with the letter "o" it makes the word "no."" Write on board. "The letters y-e-s make the word 'yes,' a-r-e the word 'are.' All these letters are used in different combinations to make words. To read we must know the names of these letters. It will help us to learn them, if we write them.

This is capital A and we write it A." Demonstrate on the board. "Write capital A in your notebook. This is a and we write a." etc.

Hold up picture of apple. "What is this?" "Yes." Say slowly as printing on board, "It is an apple. Read this with me." Use a pointer sliding along in unison with spoken words. Hold up next picture, etc. When list of sentences is completed, pupils read orally. Use pictures to help with word recognition. "The first letter of apple is a." Underline a with colored chalk. "The first letter of box is b." Underline. Etc. "These words are in the order of the alphabet. They are in alphabetical order. The first word begins with a, the second with b, the third with c and so forth. Look at this list of words. The first word is cash. What letter does it begin with? We are going to write these words in alphabetical order. Which letter should come first? Look down the list and point to the word beginning with a. Good." Write active. "Which letter comes after a? Point to the word beginning with b." Write under active. Etc.

Point to letters of alphabet at random. Pupils will call out its name. Practice as long as seems necessary. Now call on pupil to go to board to write whatever letter you call out.

LESSON II

Objectives. Develop sight vocabulary and awareness of meaning in words, discriminate beginning sounds b, r, p, s, w, k, and some short vowel sounds.

Materials. 1. Large word cards: key, window, chair, desk, pupil, teacher, paper, word, blackboard, box, row, books.

2. Matching sentence strips. This is a big room. The room has a row of windows. Etc.

3. Reading selection.

This is a big room. The room has a row of windows. A key and a book are on the table. The room has chairs and desks. Pupils sit at the desks. The teacher gives the pupils paper. The paper has words on it. The teacher reads the words. "This is a big room." She puts the words on the board. She says to a pupil. "Read the words on the board. The pupil sees and reads, "This is a big room."

Procedure.

Step I. Hold up the word key. Say the word. Place it near the object. Hold up the word window. Say it. Place it on the window. Hold up the word chair. Say it. Place it on the chair. "Look carefully at these words. key. It has three letters k-e-y. Look at window. It is longer than key. It begins with a w. Look at the word chair. It begins with c and h and ends with r. Now I am going to take these words and put them on the chalkledge. Pick

out the word that says key and put it near the key." Etc. Do the same with the rest of the word cards.

Step II. Print the first sentence of the reading on the board. Say it pointing to the words. Pupils say it. Put three sentence strips on chalkledge. Ask pupils to pick out the matching strip. Hold strip under sentence and read both with class. Continue through sentences and sentence strips in like manner.

Step III. Pass out reading selection. Read it. Class and teacher read together.

Step IV. List on board book, big, board. Underline the b's in colored chalk, saying "Do you hear the sound of b in book, b in big, b in board. Which word is shortest?" big. "What are the letters in big?" b-i-g "What are the letters in book? In board?"

List room, row, read, reads. Same procedure.

Point out difference between read and reads.

List sit, see, says. Note how sh in she sounds.

put, pupil.

Write "The sound of k is in key." "If you know put you can learn easily these other words."

List put, pat, pet, pot, pit. Underline vowel with colored chalk. Point to word and say it. Point to word and class says it.

Write p_t. Say "pat." What letter belongs here? Say again if necessary. Go through the other vowel sounds in similar way.

List big, bag, bug, beg, bog. Same procedure as with put.

List in, is, it. Say words. Class says them.

Who will go to board and write in? Write it, is?

Step V. Silent reading.

Step VI. Individual oral reading.

LESSON III

Objectives. Develop sight vocabulary, promote attentive silent reading habits, discriminate initial sounds w, h, t, g, s, l, t, th.

Materials. 1. Flash cards: gave, girl, getting, got, grin; wet, water, wish, with, would, will, women; stay, said, Sunday, sure; lost, later; to-two, have, had, her, him, hello; pushed, pond, picnic, party; ill, in, into.

2. Sentence Strips. John got___after getting wet. He fell into the___. They were on a ____. John was_____with Mary. He said "Women are always _____." "_____thank you," said John.

3. Reading Selection.

John got ill after getting wet in the pond. John and Mary were on a picnic. Mary pushed John and he fell into the water. John was angry because he had to stay in bed.

He said, "Boy, I don't like that girl. Women are always trouble. I don't like them and I don't like Mary. I wish she would get lost."

Two days later, John met Mary. She said to him, "Hello, John, how are you? I will have a party Sunday. Will you come?"

John gave her a grin. "Sure, thank you." he said.

Procedure.

Step I. Read the story. Question for auditory comprehension

and independent use of words. "When did John get ill?" Why was John angry? What did John say about women? What did he say he wished about Mary? What did Mary say when she met John? Did John accept Mary's invitation?

Step II. Hold up flash card ill. Say the word. Look at the first sentence of reading and find the word ill. Read the sentence. Hold up card picnic. Say the word. And so forth.

Step III. Each reads story silently. Read orally with class.

Step IV. Put flash cards of words beginning with i on ledge. Hold up first sentence strip. Pick out word that belongs in the space. Read the sentence now with ill in it. Continue through sentences.

Step V. Drill for quick recognition of words on flash cards.

Step VI. List on board. Underline vowels in colored chalk. Say words.

cap-cop	rat-rot
tap-top	cup-cap
ran-run	rub-rob
rag-rug	cut-cot

Proceed as in lesson one. Say cap. Put the right letter in c_p. Etc.

Note similarity in get, wet, met.

Note different pronunciation of s in sure.

Step VII. "Listen carefully for the sounds of the sounds of the letters in the word later. What letter does it begin with? What letter is at the end of the word? It has two tall letters l and t. Write the word at

the board. Say and write the word in your notebook."
Proceed through words name (note silent e), get,
[illegible]st, grin, boy, wish, picnic, after, girl. Practice
writing these words.

LESSON IV

Objectives. Develop sight vocabulary, promote attentive silent reading habits, discriminate initial sounds of f, m, n, v, j, co, ca, ci, ce, cu; introduce finding parts in words.

Materials. 1. Reading Selection. Also write sentences of reading selection on board.

Every city has a newspaper. It costs ten cents to buy a paper. Here is a picture cut from the first page of the paper. Do you see the man in the picture? He is President Johnson. The president has a big happy smile on his face. He is a very happy man because he has just signed his name to a new law. This law will make the people in our country happy. Now, they will pay less income tax.

2. Sentence strips: sentences matching reading on board.
3. Flash cards: newspaper, ten cents, president, law, country, tax, smile, picture.
4. Sentences on board: A newspaper costs t__ ____. Every city has a n_____. Lyndon Johnson is p_____. The man in the p_____ is the president. The U.S. is our c_____. The president signed his name to a new l__. Now we pay less income t__.

Procedure.

Step I. Read selection orally. Read sentence 1 on board. Hold up 2 sentence strips, "Pick out one that matches first sentence." Proceed as in previous

lesson.

Step II. Class reads reading on board.

Step III. Put the flash cards on chalkledge. Read the first sentence with blank. P finds the card, completes and reads sentence. And so forth.

Step IV. Pupils read reading paragraph silent.

Step V. Find the sentence that answers the question.

1. Does Boston have a newspaper? 2. How much does a newspaper cost? 3. Who is the man in the picture? 4. What did President Johnson do? 5. Why does the new law make the people happy?

Step VI. Individual oral reading.

Step VII. "Listen carefully while I say these words ten, paper. Notice ten is shorter than paper and it sounds in one piece, ten. Listen to the word paper. There is a break in the word so that we say it in two pieces or parts, paper. Listen to the word law - is it one piece? happy. How many parts? city, people, country, tax, picture."

Step VIII. "Skim through the reading and find and say the words beginning with p." page, paper, picture, president, people, pay. "Skim through and find words beginning with h." has, here, he, happy, his. Put the word very on the board. The sound of v is always the same. We say very, van, vase, visit." List words on board.

Put just on the board. "Just, Johnson, jam, jet, jeep begin with the same jound of j." List these on board.

Write on board. Say "The sound of ci is in city, citizen.

The sound of ce is in cent, cell.

The sound of co is in cost, come.

The sound of cu is in cut, cub.

The sound of ca is in can, cat."

Read together cost, copy, cat, cut, cup, city, cell, cinder, cap, cent, citizen.

Step IX. These sentences are from your reading. Fill in the missing letters:

1. D_ y_o s_ the m_n _n the_ p_ct_re?
2. Th_s l_w w_ll m_ke the p__ple h_ppy.
3. H_ h_a j_st s_gn_d h_s n_me t_ a n_w l_w.
4. N_w, th_y w_ll p_y l_ss _nc_me t_x.

LESSON V

Objectives. Continue building sight vocabulary, reading for meaning, discriminating beginning sounds d, y, g, ch, x and word endings.

Materials 1. Sentences on board. _____, boy scouts and rangers spent 24 hours trying to find Ann Smith. Ann wandered away from the family_____ on a fine _____ morning. Chief Good was in_____ of the hunt.

She was _____ under a tree. Her yellow dress was _____. She had spent the night _____sleeping. Here is how Ann _____things. The_____played with me. I was_____about mommy and daddy.

2. Flash cards (words underlined in story).

3. Questions on board. 1. What is the story about? 2. How long did it take to find Ann? 3. How did Ann get lost? 4. Who was in charge of the hunt? 5. What did the ranger give Ann? 6. How did Ann explain things?

4. Reading (mimeo'd)

Police, boy-scouts and rangers spent 24 hours trying to find Ann Smith. Ann wandered away from the family camp on a fine Saturday morning. When her father and mother missed her, they called the police, Chief Good in charge of the hunt said, "This is bad country. It is real thick." The police found Ann early Saturday morning. She was curled up under a tree. Her yellow dress was dirty. She had spent the night quietly sleeping outside.

That was bad, but what was worse for a little girl, she had missed three meals. One of the rangers gave her a candy bar. She opened it right away to share it with two chipmunks seated near her.

Here is how Ann explained things, "I wasn't scared. I just walked until I got tired. Everything was so pretty. The chipmunks played with me. Pretty soon, it got dark and I went to sleep. I was worried about mommy and daddy, but I guess they're alright."

Procedure.

Step I. Read story orally. Ask comprehension questions.

Step II. Drill new words with flash cards.

Step III. Pupils skim through story, finding words beginning with w. List words on board as pupils volunteer them. Same procedure for words beginning with c, d, ch.

"The sound of qu is in the word quiet. It is also in quit, quick, question."

"The sound of y is in yellow. It is also in you, yet, year, yard."

List try-trying miss-missing
go-going sleep-sleeping
find-finding

Try is the word, ing is the ending, etc.

Underline endings in colored chalk for first two.

Pupils volunteer to underline others.

miss-missed
call-called
curl-curled
open-opened

explain-explained
play-played

miss is the word, ed is the ending. Etc.

How many parts has Saturday, Sunday, police,

wandered, temperature?

Step IV. Write these sentences filling in the spaces.

1. Th_s _s b_d c__ntry.

2. I j_st w_lk_d t_ll I g_t t_r_d.

3. One _f the r_ng_rs g_ve h_r a c_ndy b_r.

4. It g_t d_rk _nd I w_nt t_ sl__p.

5. She h_d m_ss_d thr__ m__ls.

LESSON VI

Objectives. Review words.

Materials. 1. Flash cards of Previous Lessons.

2. Written exercises.

3. Mimeo'd word list for home study.

A.
a
at
are
and
after
angry
always
along
Ann
away
about
alright
asked

B.
big
bed
boy
bad
but
bar
board
because
buy

C.
come
city
costs
cent
cut
country
camp
call
curled
candy
cell
chair
chief
charge
chipmunk

D.
desk
don't
day
do
dark
daddy
dress
dirty

E.
every
explained
everything
early
easy

F.
fell
from
face
find
family
fine
father
found
for

G.
got
getting
girl
get
gave
grin
good
guess

H.
has
he
had
him
hello
have
her
here
happy

I.
in
it
ill
I
into
is
income

J.
John
just
Johnson
jet
jam
jeep
jar

K.
key
kind
kitchen

L.
like
lost
later
less
Lyndon
law
little

M.
many
Mary
met
make
mother
morning
missed
meals
me

N. no
not
next
now
new
newspaper
nose
near

O. of
on
one
our
outside
open

P. pupil
paper
put
pond
picnic
push
party
picture
page
president
people
pay
police
pretty
play

Q. queen
quit
quiet
question

R. room
row
right
read
ranger
real

S. sit
some
see
small
stay
said
Sunday
sure
smile
sign
scout
spent
Smith
Saturday
spent
sleep
seat
scared
so
soon
she
share

T. teacher
to
two
tripped
trouble
ten
too
tax
twenty-one
trying
temperature
tree
till
tired
the
there
they
them
that
this
thank
thick
three
things

U. up
under
use

V. very
van
value
veal
vase
visit

W. we
window
word
wet
were
water
was
women
with
wish
would
will
wander
worse
walk
went
worry
when
what

X.

Y. yellow
you
yet
year
yard

Z. zoo
zebra
zero

Procedure.

Step I. Flash Card Drills for quick recognition.

Step II. Exercises - Do first 2 together orally, the rest independently.

1. There are some (chief-chairs) in the room.
2. Ann was (like-lost) in the country.
3. Mary pushed John so he was (angry-alright).
4. Ann wandered away from (candy-camp).
5. It was (dirty-dark) when she fell asleep.
6. The teacher gave (pond-paper) to the class.
7. I put (jar-jam) on the bread.
8. He gave her a big (good-grin).
9. The chief found the (guess-girl).
10. John (found-fell) in the pond.
11. The (water-window) is open.
12. She called her father (mommy-daddy).
13. Women are (tree-trouble).
14. The picture was (play-pretty).

Pupils volunteer to write sentences at board.

Correct if necessary.

LESSON VII

Objectives. Encourage independent use of language, expand concepts coupling ideas with appropriate vocabulary, organize ideas into paragraph.

Procedure.

Step I. Select Topic, My City. Discussion centering around size of city, kind of city: residential, business, or combination. Types of houses, run-down areas, housing, types of streets, sights on main streets, Condition of city, clean-dirty-busy-quiet. Main landmarks, recreation areas, beautiful spots.

Step II. Teacher puts ideas as they come from pupils on the board. Reads ideas when finished, discussion order of ideas in paragraph. Arrangement.

Step III. Silent reading of final arrangement at board.

Step IV. Pupils copy paragraph into notebooks.

Step V. Individual reading from notebooks.

LESSON VIII

Objectives. Develop vocabulary for reading of menus, food signs in cafeterias and street signs, read to get and give information.

Materials. Oak-tag sized 4" wide 12" long. Black crayons.

Procedure.

Step I. Visit to Sharaf's or Waldorf's. What foods are usually listed for breakfast? Pupils volunteer. Teacher writes names of food on board. (Cereal, toast, muffins, eggs, ham, bacon, French toast, pancakes, raisin toast, etc.)
What beverages? Write names on board as pupils give them. (Tea, coffee, milk, orange juice, grapefruit juice, prune juice, tomato juice, etc.)

Step II. Assign making of sign to each one.

Step III. Individual selection of breakfast by going to board and reading from signs on chalkledge.

Step IV. Discussion of foods usually listed for lunch. Beverages. Same procedure as above.

Step V. Discussion of common street signs. Make Flash Cards for Reading Practice.

Signs on lights Stop, Go, Don't Walk, Walk.

at bus stop Bus Stop.

on buses No Smoking.

on doors Push, Pull, In, Out, Enter, Open, Closed, Exit.

on stores, etc. Bank, Restaurant, Doctor,

	Insurance, Super-market, Gasolene.
on phones	Phone, Out of Order.
on streets	Go Slow, One Way, Keep Left, Keep Right.
on doors	Men, Ladies.

LESSON IX

Objectives. Develop experience with different kinds of reading materials, encourage independent use of vocabulary and information, word study.

Materials. 1. Two reading selections.

2. Flash cards: greater, greatest, fight, fought, newsman, phone booth, friend, seventy-seventieth, restaurant, world.

First Reading

Three of the best fighters of the world were Jack Sharkey, Jo Louis, and Jack Dempsey. Jack Sharkey fought Jo Louis and Dempsey. When newsmen asked Sharkey which of the two men was the greatest fighter, Sharkey said, "Jack Dempsey was the greatest fighter in the world. If you put him and Jo Louis in a phone booth to settle it, the guy who would come out would be Dempsey." Sharkey should know.

These days Dempsey is 27 pounds more, but be still walks with the same alert grace. He still looks fit enough to fight his way out of a phone booth or any place else. On his seventieth birthday, his friends presented him with a cake with seventy candles. Jack got them all out with one blow.

Procedure.

Step I. List words (Flash card) on board. Read them.

Note difference in sound and meaning of greater-greatest, seventy-seventieth, fight-fought, meaning of newsman.

Arrange flash cards on ledge. Pupils pick out word and match it to word on board.

Step II. Read selection together with class.

Step III. Volunteers read orally.

Step IV. Discussion of sport. Who is heavyweight champ now? When was his last fight? From what you heard was it a good fight? Which do you prefer to watch, a fight or baseball game? Why?

Step V. Write <u>fight</u> on the board. If you know this word is fight, you can figure out these words: light, night, right, sight, tight, might. In our reading we had the word <u>know</u>. See the word at the board. What letter is silent? Yes. k before n is always silent. We say knee (writing) kneel, knife, know, knit, knock. Say them together.

The article about Dempsey came from Times Magazine. This recipe comes from the Boston Globe newspaper. What is a recipe? They are the directions for cooking something. This is a recipe for cabbage. It is an easy recipe and it is cheap to make.

<u>Second Reading Selection</u>.

This recipe needs

1. Medium cabbage
2. cups of ground sausage meat

4 tablespoons of oil

½ pint of sour cream

salt and pepper to taste.

Put cabbage into boiling water. Cover and cook for five minutes. Take out and let water drain from it. Separate the leaves and cut off the hard part. Place a spoonful of stuffing on the edge of each leaf. Turn over the sides of the leaf and roll up. Place the rolls side by side in a pan with a cover and cook on a very low fire for one hour. To keep moist add a few spoonfuls of water. Pour sour cream over cabbage and cook until cream is heated.

Step I. Ask leading questions to help pupils read correctly and answer.

What size cabbage do we use? How many cups of ground sausage meat is needed? How many tablespoons of oil? How much sour cream? What else do we add? (To taste means to put the amount that tastes good to you.) Where do we put the cabbage? Do we cover the pan? How long does the cabbage cook? Etc.

Pupils read over the recipe silently.

Who can tell me how to make cabbage rolls?

LESSON X

Objectives. Encourage ease in reading and to develop oral facility in disucssion about the reading.

Materials. 1. Two Reading Selections.

Procedure.

Step I. Introduce words conversation, sweaters, square. All the others are words that are familiar and easily sounded.

Step II. Silent Reading

This is a conversation that you may hear on any street, in any city. If you are at Harvard Square cr Union Square, you may see two people. They may be in tight blue jeans and dark sweaters and have long hair and dirty bare feet. If you get near them, their talk may sound like this:

"He's a real square, not my idea of a hep jo."

"Yep, he sure is a drag. I don't see how any chick can date him but Joan does. She's real cool. Man, they make a queer combo."

"Oh, forget it. You may think she's a smooth dish, but she can be real kooky."

"Cool it. Dig that spook staring at us. Let's blow."

Step III. Discussion of terms real square, hep jo, a drag, chick, real cool, queer combo, smooth dish, real kooky, cool it, Dig that spook, Let's blow.

Discuss the advantages of this kind of talk (short, picturesque, breezy, etc.)
What are some of the disadvantages? (overused, limits expression, not understood by many people).
Why do young people generally use these expressions? (kind of secret language, sets them apart from elders, feel part of gang, etc.)
Do you know any other expressions used by young people? That's a gaser, etc.

Second Reading Selection. (Do not use if you think it is too difficult.)

If you are on the right wave length, you're with it. Being with it means being a part of our modern world, with its great ideas, manners, habits, and discoveries; being with its crazy ideas about space and its changing needs in the hot and cold war, being with its frank talk about birth-control and music and church unity, being with its great men like Pope John XXIII and President Kennedy, who were with it and lived and died for it.

Not to get lost in this world, one must try to stay with it. One must lend an ear to all kinds of music, to all news, to all sorts of advice. One must open one's eyes to see all things and all humans and read and read. One must use one's mind to learn and remember.

The with-it's are people of action who face the world with ambition, curiosity and courage.

For women, beauty is not enough. For men, appeal is not enough. To be with it, men and women must work hard, feel good, and look well. Definitely not with it are the beatniks!

Being with it makes life more interesting, more alive, more fun!

Procedure. Read orally, "This article explains what being with it means. Just for fun, would you like to find out if you're with it? I will ask you questions. Answer yes or no. Be honest. No one will see the answers but you.

1. Do you listen to all kinds of music?
2. Do you listen to news on T.V. or radio?
3. Do you read, books or magazines or newspapers?
4. Do you listen to people who say things to help you?
5. Do you stop to look at a beautiful sunset?
6. Do you look up at the stars or moon at night?
7. Do you help to keep your neighborhood clean?
8. Do you go to good movies?
9. Do you watch Channel 2 sometimes?
10. Do you try to help people who need it?
11. Do you cheer up sad or sick people you know?
12. Do you use your mind to learn and remember?
13. Do you want to become a better person?

14. Do you want to get a better job?

15. Do you run away from things that are hard?

16. Are you careful to be neat and clean?

17. Do you think that your actions are usually good?

18. Do you think your school lessons are fun?

Count up the no answers. If you have 6 no answers, then you are not with it!

THE LIBRARY OF
OCT 2 1967
CONTINUING EDUCATION